**Summary of Universal Screening Assessment Criteria
DESE 2022 Review**

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| Constructs Measured | * Alphabetic Knowledge
	+ Letter Identification (Kindergarten)
	+ Letter/Sound Knowledge (K,1,2)
	+ Decoding Nonsense Words (K,1,2)
* Phonemic Awareness
* Phoneme Segmentation (K,1)
* Word Reading
* Word Identification (1)
* Passage Reading Fluency (1,2)
* Reading Comprehension (2)
* Vocabulary
* Listening Comprehension/Oral Language Comprehension
* Rapid Automatized Naming
* Included in overall assessment of risk
* Valid
* Features following descriptors:
* Timed Administration
* A set of at least 36 familiar objects or letters (stimuli) presented serially and pseudorandomized
* Five or six different token items (stimuli)
* Requires student to read continuously from left to right and engage in a “return to sweep” to read on the next line
* Nationally normed and criterion referenced
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| TechnicalAdequacy | * Classification Accuracy
* Reviewed by the National Center on Intensive Intervention (NCII) and rated *Convincing Evidence* or *Partially Convincing Evidence* for Classification Accuracy for a composite/overall score for grades kindergarten, one, and two for fall, winter, and spring. *If the assessment has not, in its current form, been reviewed by NCII, evidence is presented of meeting NCII criteria for Classification Accuracy.*
* Provides a composite rank and a risk level for each student based on predetermined (external) cut scores
* Provides a percentile rank for sub-measures (i.e., alphabetic principle)
* Sample used to set norms is comparable and relevant for Massachusetts
* Availability of peer-reviewed validation studies
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| Attention to Linguistic Diversity | * Guidance provided to interpret scores for bi/multilingual and/or English learners
* Normed for English Learners to allow for accurate identification of risk
* Some or all subtests available in language(s) other than English; subtests are linguistically and culturally authentic rather than directly translated from English
* Provide specific instructions for whether and how student directions and/or assessment probes should be presented in student’s home language
* Bias Analysis conducted and reviewed by the National Center on Intensive Intervention (NCII) to examine the degree to which the tool is or is not biased against certain subgroups (race/ethnicity, gender, socioeconomic status, students with disabilities, English language learners). *If the assessment has not, in its current form, been reviewed by NCII, evidence is presented of meeting NCII criteria for Bias Analysis.*
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| Administration Usability and Support | * Designed to be administered at least twice per year in kindergarten and three times per year in grades one and two, at a minimum
* Assessment takes less than 60 minutes to administer as a whole group, regardless of setting; requires less than 15 minutes to administer individually
* Includes progress monitoring tools; describes how they are used to assess students’ rate of improvement or responsiveness to instruction
* Provides supportive resources to guide school-based administrators and educators in effective assessment administration, data access, and data-based instructional decision-making
* Provides a student report designed for families
* Utilized in Massachusetts schools within the last 3 years
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